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1 pesan

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20 Februari 2023 pukul 08.23

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----- Forwarded message -----

From: **heri nurdiyanto** <herinurdiyanto@gmail.com>

Date: Tue, Jul 20, 2021 at 11:20 PM

Subject:

To: Heri Nurdiyanto <internationaljournalair@gmail.com>

Dear Hardi, H Suyitno, Kartono, N K Dwidayati

We have reached a decision regarding your submission to Tojqi Journal, "A Mathematical Connections of Students Based on Learning Style Using Blended Learning".

Our decision is to: Accept Submission

Article processing charges (APCs) / Article Publication Fee: 550.00 (USD)

This journal charges the article publication fee for supporting the cost of wide-open access dissemination of research results, managing the various costs associated with handling and editing of the submitted manuscripts, and the Journal management and publication in general, the authors or the author's institution is requested to pay a publication fee for each article accepted. The fee covers :

The standard of the first twelve (12) pages manuscript. For every additional page, an extra fee of 10 USD per page will be charged.

DOI registration for each paper.,

Checking the article similarity by iThenticate; the final result will be sent to authors (by request).

Layout Editing according to template and journal standard.

BUKTI SUBMIT ARTIKEL (1)

Nama Jurnal: Turkish Journal of Computer and Mathematics Education Q3

ISSN: 13094653

Subject: Social Sciences: Education, Matematika

Journal website: <https://dergipark.org.tr/en/pub/turkbilmat>

The screenshot shows the homepage of the Turkish Journal of Computer and Mathematics Education (TURCOMAT). The page features a navigation menu with links for 'Current', 'Archives', 'Editorial Board', 'Submissions', 'Privacy Statement', 'About the Journal', 'Contact', and 'About'. A search bar is located in the top right corner. The main content area includes the journal's title, ISSN (1309-4653), and founding year (2009). A prominent announcement states that the journal has moved to a new web interface from Volume 12, Issue 1 (2021) onwards, and that previous articles will be available on the Dergipark interface. A contact email, info.turcomat@gmail.com, is provided. A sidebar on the right contains a 'Login' button, a 'Submit Articles' button, and a 'Download Paper Template' link. Below these are several navigation links such as 'Home', 'Aims and Scope', 'Author Guidelines', 'Ethical Principles and Publication Policy', 'Archive', 'Editorial Board', 'Contact', 'About', and 'Abstracting / Indexing'. At the bottom, statistics show 'Total Views: 136.817' and 'Total Downloads: 526.583'. The Windows taskbar at the bottom indicates the date as 8/26/2021 and the time as 9:58 AM.

Scopus Link: <https://www.scopus.com/sourceid/21100902608>

The screenshot displays the Scopus Sources page for the Turkish Journal of Computer and Mathematics Education. The page includes a search bar with the journal title entered and a 'Find sources' button. A notification box titled 'Improved CiteScore' explains that the methodology has been updated for a more robust metric. The 'Filter refine list' section shows 'Apply' and 'Clear filters' buttons. The 'Display options' section includes checkboxes for 'Display only Open Access journals', 'Counts for 4-year timeframe', 'No minimum selected', 'Minimum citations', and 'Minimum documents'. The main results table shows one result for the journal, with a CiteScore of 0.3, 1396 citations (1135/1319 Education), 25 citations from 2017-2020, 82 documents from 2017-2020, and a 20% citation rate. The Windows taskbar at the bottom shows the date as 8/26/2021 and the time as 9:59 AM.

Source title	CiteScore	Highest percentile	Citations 2017-2020	Documents 2017-2020	% Cited
1 Turkish Journal of Computer and Mathematics Education <i>Open Access</i>	0.3	1396 1135/1319 Education	25	82	20

Scopus Link: <https://www.scopus.com/sourceid/21100902608>

The screenshot shows the Scopus journal page for the Turkish Journal of Computer and Mathematics Education. The page includes the following information:

- Journal Title:** Turkish Journal of Computer and Mathematics Education
- Open Access:** Yes
- Scopus coverage years:** from 2018 to 2020
- Publisher:** Karadeniz Technical University
- E-ISSN:** 1309-4653
- Subject area:** Social Sciences: Education, Mathematics: General Mathematics, Mathematics: Computational Mathematics, Computer Science: Computational Theory and Mathematics
- Source type:** Journal
- Metrics:** CiteScore 2020: 0.3, SJR 2020: 0.218, SNIP 2020: 0.412
- Actions:** View all documents, Set document alert, Save to source list, Source Homepage
- Alerts:** Improved CiteScore methodology (CiteScore 2020 counts the citations received in 2017-2020 to articles, reviews, conference papers, book chapters and data papers published in 2017-2020, and divides this by the number of publications published in 2017-2020. Learn more)
- CiteScore 2020:** 0.3 (25 Citations 2017 - 2020 / 82 Documents 2017 - 2020)
- CiteScoreTracker 2021:** 0.5 (39 Citations to date / 82 Documents to date)
- CiteScore rank 2020:** (Link to view rank)

Scimago:

<https://www.scimagojr.com/journalsearch.php?q=21100902608&tip=sid&clean=0>

The screenshot shows the Scimago Journal Search results for the Turkish Journal of Computer and Mathematics Education. The page includes the following information:

- Search Query:** turkish journal of computer and mathematics education
- Results:** 1-1 of 1
- Journal Title:** Turkish Journal of Computer and Mathematics Education
- Publisher:** Turkey, Karadeniz Technical University
- Footer:** Developed by: SCImago, Powered by: Scopus, Follow us on: @ScimagoJR, Scimago Lab, Copyright 2007-2020, Data Source: Scopus®

Scimago:

<https://www.scimagojr.com/journalsearch.php?q=21100902608&tip=sid&clean=0>

The screenshot shows the Scimago website interface for the Turkish Journal of Computer and Mathematics Education. The page features a search bar at the top right and a navigation menu. The main content area displays the journal's name and a large H-INDEX value of 3. Below this, there are four columns of information: COUNTRY (Turkey), SUBJECT AREA AND CATEGORY (Computer Science, Mathematics, Social Sciences), PUBLISHER (Karadeniz Technical University), and H-INDEX (3). A table at the bottom provides details on PUBLICATION TYPE (Journals), ISSN (13094653), and COVERAGE (2018-2019). A cookie notice is visible at the bottom of the page.

COUNTRY	SUBJECT AREA AND CATEGORY	PUBLISHER	H-INDEX
Turkey	Computer Science Computational Theory and Mathematics Mathematics Computational Mathematics Mathematics (miscellaneous) Social Sciences Education	Karadeniz Technical University	3

PUBLICATION TYPE	ISSN	COVERAGE
Journals	13094653	2018-2019

Scimago:

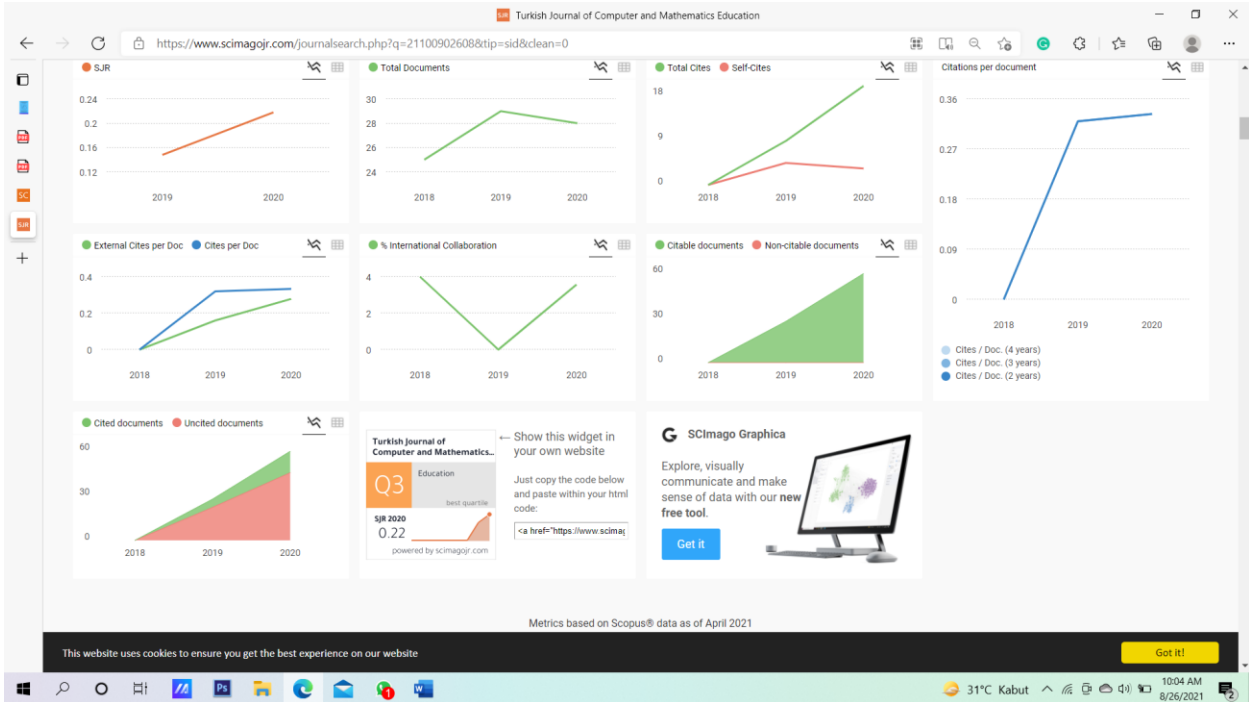
<https://www.scimagojr.com/journalsearch.php?q=21100902608&tip=sid&clean=0>

The screenshot displays the Scimago website interface for the Turkish Journal of Computer and Mathematics Education, focusing on quartiles and similar journals. The top section shows a search bar and a "Join the conversation about this journal" link. Below this, a "Quartiles" section features a horizontal bar chart comparing the journal's performance across four categories: Computational Mathematics, Computational Theory and Mathematics, Education, and Mathematics (miscellaneous) for the years 2019 and 2020. The Education category shows a Q3 quartile in 2020. The "FIND SIMILAR JOURNALS" section lists five similar journals with their respective similarity percentages: Mathematics Enthusiast (70%), Educacion Matematica (67%), Educational Studies in Mathematics (66%), Mathematical Thinking and Learning (65%), and Mathematics Education Research Journal (65%). A cookie notice is visible at the bottom of the page.

Journal	Country	Similarity
1 Mathematics Enthusiast	USA	70%
2 Educacion Matematica	MEX	67%
3 Educational Studies in Mathematics	NLD	66%
4 Mathematical Thinking and Learning	USA	65%
5 Mathematics Education Research Journal	NLD	65%

Scimago:

<https://www.scimagojr.com/journalsearch.php?q=21100902608&tip=sid&clean=0>



Bukti Di Jurnal

The screenshot shows the Turkish Journal of Computer and Mathematics Education (TURCOMAT) website. The page displays the title "Mathematical Connections Of Students Based On Learning Style Using Blended Learning" and the authors "Hardi, H Suyitno, Kartono, N K Dwidayati". The abstract is visible, starting with "In the process of learning mathematics many students can not make connections in mathematics, thus causing the ability of students in mathematical connections to be low. This problem is characterized by insufficient methods and approaches to improve math achievement in students. The purpose of this study was to find out the difference in mathematical connection ability of students of Madrasah Ibtidaiyah Teacher Education (PGMI) IAIN Surakarta reviewed from the learning style by using blended learning. Based on the results of the study showed that there are differences in the ability of mathematical connections of students who use blended learning and expository. Blended learning tends to have higher value than expository learning. Indicators of connection with other science disciplines scored highest for both control and experiment classes. As for the learning style in the highest comprehension experiment class for mathematical connections, students have the type of audio learning style".

The website also features a navigation menu with links for Home, Archives, Editorial Board, Submissions, Privacy Statement, About the Journal, Contact, and About. There are buttons for Login, Submit Articles, and Download Paper Template. A search bar is also present.

Mathematical Connections Of Students Based On Learning Style Using Blended Learning

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Article History: Received: 11 January 2021; Accepted: 27 February 2021; Published online: 5 April 2021

Abstract: In the process of learning mathematics many students can not make connections in mathematics, thus causing the ability of students in mathematical connections to be low. This problem is characterized by insufficient methods and approaches to improve math achievement in students. The purpose of this study was to find out the difference in mathematical connection ability of students of Madrasah Ibtidaiyah Teacher Education (PGMI) IAIN Surakarta reviewed from the learning style by using blended learning. Based on the results of the study showed that there are differences in the ability of mathematical connections of students who use blended learning and expository. Blended learning tends to have higher value than expository learning. Indicators of connection with other science disciplines scored highest for both control and experiment classes. As for the learning style in the highest comprehension experiment class for mathematical connections, students have the type of audio learning style while the lowest for visual learning style type.

Keywords: mathematical connections, learning styles, blended learning

Introduction

Permendiknas no. 22 year 2006 mentions that matematika is one of the subjects learned by students starting from elementary school, secondary school even to higher education. This is intended to equip students with logical, analytical, systematic, critical and creative thinking and the ability to work together, and one of the objectives of mathematics learning so that students understand mathematical concepts, explain the interrelationship of concepts and apply concepts or algorithms flexibly, accurately, efficiently, and appropriately in problem solving (DEPDIKNAS, 2006). In other words, the purpose of mathematics learning is to try to connect concepts with each other, with other subjects and their connection to the environment. These connections are more familiar with mathematical connections or connections.

Basically every student has a mathematical connection ability, it's just that the level of ability varies (Puteri and Riwayati, 2017) for that mathematical connection ability must be used in learning so that students can solve problems in the future by connecting problems with mathematical concepts in other fields of science, so what has been learned in school is useful in life. A person's ability to associate intertopic in mathematics, associate mathematics with other sciences, and with life is called mathematical connection ability (Siagian, 2016; Defitriani, 2018; Hendriana et al, 2018; Princess et al, 2020).

Mathematical connections are part of a network of knowledge that is interconnected with other knowledge consisting of critical concepts of understanding and developing relationships between mathematical ideas, concepts, and procedures, it can be said that mathematical connections are the ability to associate students' mathematical knowledge with other math and real life skills thus opening up opportunities for students to develop math skills. So that a person who understands the relationship between mathematical concepts well, then he not only memorizes or remembers the concept in the short term but mastery of the concept is more durable and he is able to apply the concept to other situations (Nurafni and Pujiastuti, 2019).

Mathematical connections have several indicators, namely: 1) Know and use the relationship between mathematical ideas. In this case, connections can help students to take advantage of the concepts they have learned in a new context to be learned so that students can re-remember the previous concepts learned, 2) Understand the interrelationship of mathematical ideas and shape ideas with each other so as to generate a complete connection. At this stage students are able to see the same mathematical structure in different settings, so that there is an increased understanding of the relationship between one concept and another concept. 3) Get to know and apply mathematics in real life. The external contexts of mathematics at this stage relate to the relationship of mathematics with daily life (NCTM, 2000).

Sumarmo (Romli, 2016) states that mathematical connections are activities that include: (1) finding relationships between various representations of concepts and procedures, (2) understanding the relationship between mathematical topics, (3) using mathematics in other fields of study or daily life, (4) finding connections or other procedures in equivalent representations, and (5) using connections between mathematical topics and between topics with other topics. Through this mathematical connection students learn to make estimates and develop their thoughts using insights within a particular context to test a contingency in another context (Romli, 2016). So that when students can connect the material they learned from previous subjects or with other subjects, then the results of mathematics learning become more meaningful (Lintoet al, 2012).

There are many factors that affect students' learning outcomes so that they become meaningful, one of which is by using strategies, approaches or models in their learning. The learning process that generally happens is through face-to-face, but sometimes this is considered terlalu ancient so that by applying e-learning to the learning process will not be outdated and provide results that are in accordance with expectations and more effective (Abdullah,2018). However, the learning process that only utilizes technology alone cannot be fully successful. This is because each student's learning style varies. Students who have visual and audio learning styles may succeed in following the learning with the application of e-learning, but for students who have kinesthetic learning style may have a small chance of succeeding in the learning process (Wardani et al, 2018).

One of the learning that is considered effective to facilitate learning style and able to improve mathematical connection ability is by blended learning model. This learning model combines face-to-face learning with e-learning (Husamah, 2014; Wardani et al, 2018). Blended learning enables students to learn independently by utilizing materials available online so that they can discuss with teachers not only during classroom learning, but also by adding enrichment materials through internet facilities (Husamah, 2014) so that it is expected that the learning contexts are more varied that allow for increased ability of mathematical connections of students. So that the purpose of the research carried out is to know the picture of differences in mathematical connection ability of PGMI IAIN Surakarta students reviewed from the learning style by using blended learning.

METHOD PENELITIAN

Research Design

Research method in the research is metode combination with concurrent *triangulation design*. This research method combines qualitative and quantitative research methods by mixing the two methods in a balanced manner with a percentage of 50% quantitative method and 50% qualitative method (Sugiono, 2013). This method is a popular method among other combination methods karena both methods are used in the same time, then in terms of time will be more efficient (Creswell, 2013; Sugiono, 2016).

Population and sample

Population is the whole subject of research that is the main subject of discussion. Popuasi in this study was a Teacher Education Student of Madrasah Ibtidaiyah Faculty of Tarbiyah Sciences and IAIN Surakarta Teacher Training which consisted of 3 classes, while the sample was 2 classes. One class is used as an experimental class using blended learning while the other class is a control class with an expository learning model.

Data collection

The variables tied to this study are mathematical connections and learning styles. So the following indicators of mathematical connection capability in table 1.

Table 1. Mathematical Connection Capability Indicator

No	Mathematical Connection Capability Form	Indicator
1	Get to know and use relationships between math topics.	Students are able to write down the mathematical ideas underlying the answers then connect with new ideas or other topics
2	Understanding the interconnectedness of mathematical ideas and shaping ideas with each other so as to produce a connection with other sciences	Students are able to form a linkage of mathematical ideas so as to produce a comprehensive association with other disciplines
3	Get to know and apply mathematics in everyday life (real).	Students are able to connect the events that exist in daily life (real) into the mathematical model and find a solution.

While another variable is the learning style. It can be said that the learning style is a characteristic of cognitive, affective and psychomotor behavior, as an indicator of a relatively stable action for pemlearningtofeel interconnected and react to the learning environment. There are three types of learning style in this research, namely: visual, auditorial, and kinesthetic (Deporter&Hernacki, 2000).

Here is a collection of data to answer the research objectives described in table 2 below.

Table 2. Research Data collection

No	Problem Formulation	Data Collection Techniques	Data Source
1	Ability of Mathematics Connection in PGMI IAIN Surakarta Students control class and experimental class	Test	Students
2	Is there a difference in the ability of mathematical connections based on learning with Blended Learning in students of Teacher Education Madrasah Ibtidaiyah IAIN Surakarta reviewed from visual learning style	Documents, Questionnaires and Tests, interviews	Students
3	There are differences in the ability of mathematical connections based on learning with Blended Learning in students of Teacher Education Madrasah Ibtidaiyah IAIN Surakarta reviewed from auditory learning style.	Documents, Questionnaires and Tests, interviews	Students
4	Is there a difference in the ability of mathematical connections based on learning with Blended Learning in students of Teacher Education Madrasah Ibtidaiyah IAIN Surakarta reviewed from kinesthetic learning style	Documents, Questionnaires and Tests, interviews	Students

Data Analysis

The step of research step combination of *concurrent triangulation* model can depart from the formulation of similar qualitative or quantitative problems. Researchers use qualitative methods, then researchers must strengthen themselves into human *instruments* in order to collect, and analyze qualitative data, and when becoming quantitative researchers, researchers conduct theoretical studies to be formulated hypotheses and research instruments. Research instruments are used to collect quantitative data. Qualitative data that has been collected is analyzed qualitatively, and quantitative data is analyzed with statistics. The two data groups of qualitative and quantitative analysis results are then analyzed again with metaanalysis to be grouped, distinguished, and searched none data with the other data, so that whether the two data strengthen each other, weaken or conflict. To answer the purpose of the problem disclosed, the following table is presented on the steps in the research described in the diagram of the research steps.

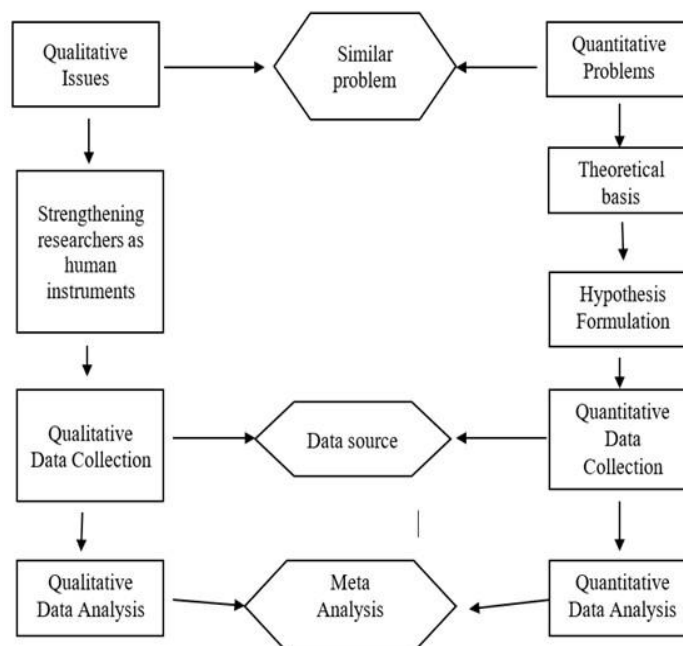


Figure 3.1
Steps of concurrent triangulation method

RESEARCH RESULTS

In this study, the students' mathematical connection ability with blended learning was reviewed from the learning style. Student math connection ability data is obtained from tests for control classes and experimental classes. In addition to seeing the ability of mathematical connections, but also based on his learning style. The data obtained is described to find out the development of mathematics connection ability of PGMI IAIN Surakarta students in mathematics courses. The picture of students' mathematical connection ability results can be seen in figure 2 below:

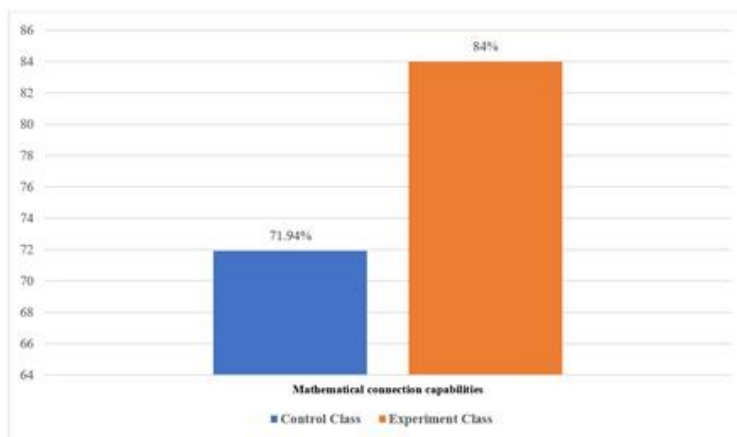


Figure 2: Mathematical Connection Capability

Figure 2 shows the overall results of mathematical connection capabilities. From the tests conducted in can be different results of mathematical connection ability using blended learning. For experimental classes by 84% while for control classes of 71, 94%. there is a difference of 12.6%. this indicates that blended learning is effective enough to see mathematical connection capabilities. The effectiveness of blended learning that can improve mathematical ability, because it is possible that this learning habits students to be able to interact with each other, discuss exchange opinions or ideas on certain problems (Astuti& Novita, 2019) because in blended learning combines information and communication technology so as to optimize learning (Elliot, 2002; Syarif, 2012).

Here we can also see the differences in mathematical connection capability results of each indicator for control classes and experiment classes in graph 3.

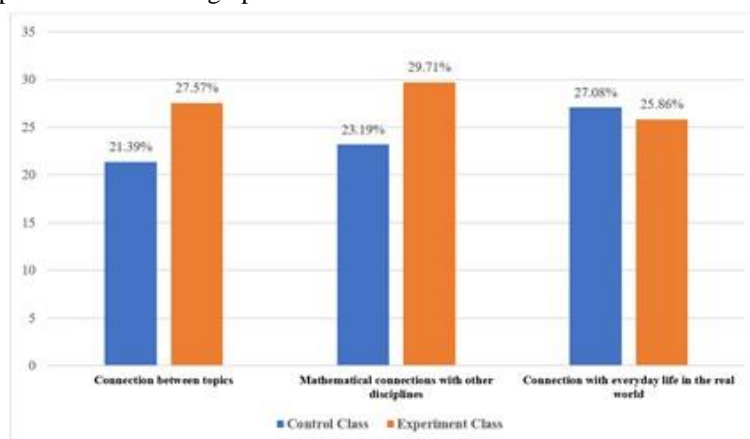


Figure 3 : Results of Mathematical Connection Capability of Each Indicator

For indicator 1 about mathematical connections there is a difference of 6.8 results between the control class and the experiment class, for indicator number 2 is the mathematical connection with other disciplines the difference is 6.52, while for indicator number 3 about the connection with daily life in the real world the difference is 1.22. The biggest difference for control classes and experimental classes is in indicator number 2, which indicates that blended learning is most effective at knowing the ability to mathematically connect with other disciplines. This is because the ability of connection will be more effective if there is a similar meaning that the speaker wants to convey with meaning understood by the listener (Yulianto and Supritihaningsih 2019). With blended learning, it is possible to be more motivated (Hinkelman&Gruba, 2012; Altay &Altay, 2019) explores various effectivenesses, helping to sharpen students' way of thinking that can eventually improve mathematical connections with other disciplines so that they can understand more meaningfully (Johar& Ahmad,

2014; Kastner, 2020). As for indicator number 3 tentang connection with sahari-day life shows that the control class is superior to see such capabilities.

The results of mathematical connection ability reviewed from learning styles also vary for control classes and experimental classes, as described in figure 4.

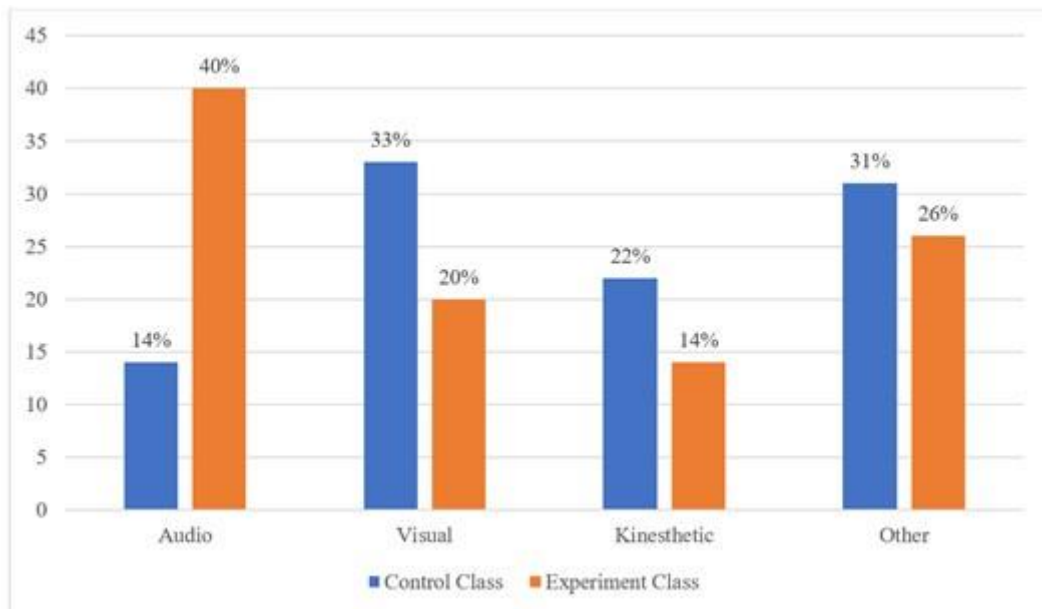


Figure 4: Mathematical Connection Capabilities for Learning Style Types

Figure 4 shows that the type of audio learning style in the experimental class has the best value for mathematical connection capability with blended learning, while for the best mathematical connection capability control class there is a kinetic learning style type of 33. For the lowest score on mathematical connections the experimental class is in the visual learning style type, while for the control class there is an audio learning style type. But in this study there can also be other results for the type of learning style described in the word "other". other results can be based on interviews. The results showed that for control classes in other types of style learning had a high score of 33 for mathematical connections, while for experimental classes of 26.

The results that have been described are in line with research from Wardani et al (2018) which states that for visual and audio learning style types are likely to be more effective when following learning based on e learning or in other words with blended learning. Based on this, it is expected that lecturers plan the learning process in accordance with the type of student's learning style (Tomlinson, 2001; Zeybek, &Şentürk, 2020)

CONCLUSIONS AND SUGGESTIONS

Based on the results of research and discussion we can conclude some points, diantaranya that: 1) there are differences in the ability of mathematical connections of students in the control class and experimental classes that use blended learning; 2) blended learning is very effective to improve the ability of mathematical connections for students with the type of visual and audio learning style namunthere are still some students who have not been able to determine what type of learning style they have.

Based on the conclusion of the research, it can be put forward some suggestions as follows: 1). blended learning can be used as an alternative for lecturers to improve the ability of mathematical connections students; 2). in the teaching and learning process should pay attention to the differences in student learning styles, so that it can be pursued to handle problems or difficulties of students in solving math problems; 3). advanced research for learning using blended learning for other mathematical abilities.

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